

Priority, Priority-SIG and Focus School Guidance 2015-16



Support and Innovation Unit



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Support and Innovation Unit

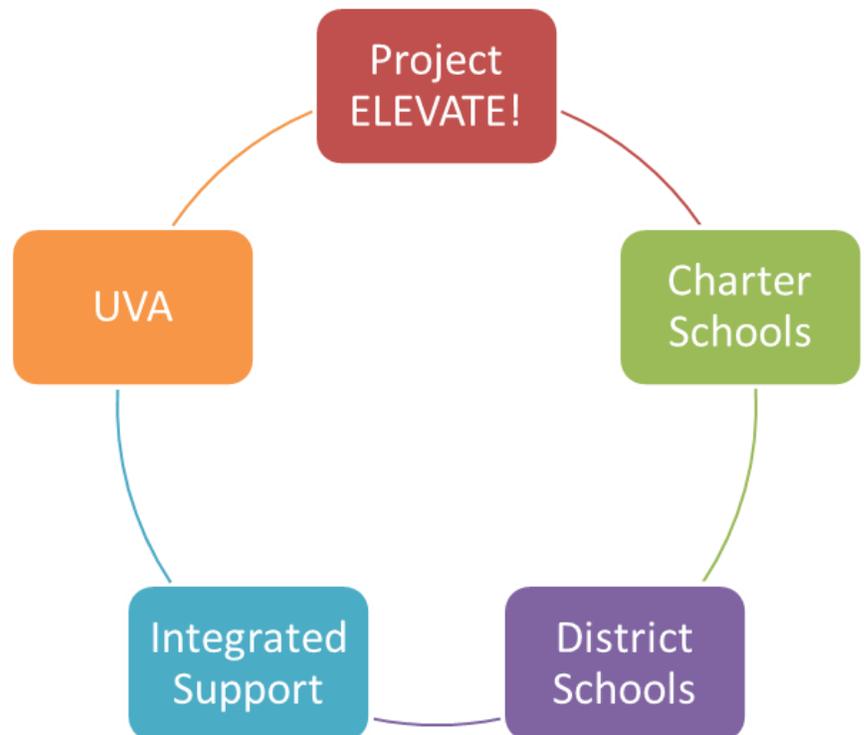
Mission

Local education agencies sustain highly effective systems which provide world-class education and graduate every student college and career ready.

Vision

Drive academic reform and innovation to significantly increase and sustain student achievement through professional learning, cross-divisional collaboration, and partnerships supporting LEA and school systems, teachers and leaders.

The Support and Innovation Unit, formerly School Improvement, is now part of the High Quality Assessments & Adult Education Division. We have reorganized to better support schools in improvement throughout the state of Arizona. We are offering differentiated support systems as well as customized services within those systems, with the goal to reduce the monitoring and reporting burden on LEAs and schools.



The Support and Innovation (SI) staff is committed to offering service and support to Priority, Priority-Sig, and Focus Schools in their improvement efforts, including the implementation of Continuous Improvement Plans (LCIP and SCIP), required LEA and school structures, schools improvement grant(s) and other initiatives identified as essential to improving student outcomes

PURPOSE OF THE SI GUIDANCE DOCUMENT

This document serves as a reference guide for LEAs and schools with the Priority and/or Focus designation. School year 2015-16 is the second year of the two year transition required by SB1289.

- 4 A. Notwithstanding any other law, the department of education may not
5 assign schools or school districts letter grade classifications pursuant to
6 section 15-241, Arizona Revised Statutes, for school years 2014-2015 and
7 2015-2016 in order for the department of education, subject to the approval
8 of the state board of education, to develop and implement a revised
9 accountability system for schools and school districts.
- 10 B. Notwithstanding subsection A of this section, the department of
11 education shall continue to collect and publish data in school years
12 2014-2015 and 2015-2016 concerning the academic performance indicators for
13 schools and school districts prescribed in section 15-241, Arizona Revised
14 Statutes, subsections C and D.
- 15 C. For the purposes of section 15-241, subsections K through II,
16 Arizona Revised Statutes, and sections 15-241.01 and 15-537 and chapter 19 of
17 this title, Arizona Revised Statutes, and subject to final adoption by the
18 state board of education, the department of education shall develop criteria
19 to identify schools and school districts for school years 2014-2015 and
20 2015-2016 that demonstrate a below average level of performance.

SB1289 prohibits Letter Grades for SY2014-15 and SY2015-16. ESEA Flexibility requires a state-developed accountability system which was formerly Arizona's A-F Letter Grade System.. Additional federal labels are required for Title I schools.

Once identified, Priority Schools will be required to implement interventions for three years. After three years, Priority Schools will exit when they no longer meet the identification criteria. Focus Schools will be identified yearly. Focus Schools may exit after one year of implementation if the identification and subsequent exit criteria are discussed in further detail in Appendix C.

In February 2016, the new criteria will be applied to the data from the 2014-2015 AzMERIT. Current Priority and Focus Schools no longer meeting the identification criteria, thus meeting the exit criteria, will exit. Priority Schools must have implemented Priority interventions for a minimum of three years.

In June of 2016, the new criteria will be applied statewide using 2015-16 AzMERIT data. This will capture all Title I schools meeting the Priority and Focus criteria. Five percent of the Title I schools as Priority and 10% of the Title I schools Focus Status. Priority Schools no longer meeting identification criteria will exit after implementing Priority interventions for at least three years. Focus Schools no longer meeting identification criteria, exit.

All Priority, Priority-SIG, and Focus Schools

Support and Monitoring

Support and Technical Assistance	Progress Monitoring	Professional Learning
<ul style="list-style-type: none"> ◆ Assigned a Support and Innovation Education Program Specialist ◆ Implementation Specialist as an option for grant funded schools ◆ On-site support visits based on needs ◆ Support developing, implementing & monitoring LEA & School Continuous Improvement Plans, grant application, funding process & implementation of required LEA and school structures ◆ Integrated Support ◆ Peer Network Partnerships ◆ Desktop support as needed 	<ul style="list-style-type: none"> ◆ On-site monitoring and support visits based on needs ◆ Review of Title I required needs assessment (SRA) ◆ L/SCIP monitoring of strategies and action steps completion and success ◆ Fiscal Review (Grant Funded) <ul style="list-style-type: none"> ◇ Budget review ◇ Quarterly fiscal monitoring ◇ Revision review ◇ Cash Management Review ◇ Completion Report review 	<ul style="list-style-type: none"> ◆ Leadership Development ◆ Targeted Professional Learning based on LEA and school needs ◆ Peer-panel Webinars ◆ Accountability, Support and Innovation Webinars ◆ Project ELEVATE! <ul style="list-style-type: none"> ◇ First cohort began July 2015 (full) ◇ New leadership cohort to begin July 1, 2016 (see appendix) ◆ University of Virginia (UVA) Partnership for Leaders in Education-School Turnaround Specialist Program <ul style="list-style-type: none"> ◇ Participation is through an ADE recommendation process. ◇ There is a district readiness process conducted by UVA staff. ◇ The goal is to achieve quick, dramatic, and sustainable gains in student achievement in Arizona's lowest performing schools and schools with the largest achievement gaps. (See appendix I) ◆ Quality Schools Program <ul style="list-style-type: none"> ◇ An initiative of the Center for Student Achievement. The Quality Schools Program is a three year program that includes a series of job-embedded professional development and intensive on-site coaching for teachers and school leaders. (See Appendix J)

SUPPORT, TECHNICAL ASSISTANCE and MONITORING

On-Site and Off Site Visits

LEA and the school leadership of Priority, Priority-Sig, and Focus Schools will receive differentiated support from their assigned Support and Innovation (SI) Education Program Specialist (EPS). The EPS will provide on-site and off-site support. Off-site support will be conducted through Assessment, Support and Innovation webinars, Go-T0-Meetings, emails and phone conversations.

On-site support visits will be conducted by the SI EPS for support/ technical assistance as well as progress monitoring. The number of on-site visits each LEA and school will receive will differ based on need. Specialists from other ADE units may accompany SI Specialists on site visits. A framework to guide the agenda for site visits is provided below.

GENERAL FRAMEWORK FOR ON-SITE SUPPORT AND PROGRESS MONITORING VISITS

- ◆ Prior to Visit
 - ◇ LEA and school site establish agenda for day(s) with Specialist
- ◆ Specialists and Principal conversation at the beginning of the visit
- ◆ *Walk-through Classroom Observations (15 minutes each)* using ADE walkthrough protocol
 - ◇ Observe in all Math and English/Language Arts classrooms
 - ◇ Observe in other classrooms as time permits
 - ◇ Summarize classroom observation data collected and provide feedback to Principal and/or LEA Leaders
- ◆ *Focus Group Interviews (approx. 30 minutes each)*
 - ◇ LEA Leadership
 - ◇ School Leadership
 - ◇ Teachers (4-6 teachers) depending on school size
 - ◇ Students (4-6 students) grade 5 and above
- ◆ *ADE, LEA and School Leadership Team Meeting*
 - ◇ LEA/school Data Presentation - An overview presentation of student and teacher performance data presented by LEA and Principal
 - ◇ Grant budget review
 - ◇ Review progress of LCIP/SCIP strategies and action steps, review progress on next steps, review accomplishments, strengths, challenges and barriers
- ◆ Identify next steps with timelines to continue implementation of LCIP/SCIP strategies and action steps

Implementation Specialist

The Arizona Department of Education and contract provide **on-site support** for LEAs and schools in developing, implementing and monitoring continuous improvement efforts. They are not ADE employees. They are ADE approved vendors much like other external providers. The difference is that they have been carefully vetted to do this specific school improvement work and receive specific training from ADE. To increase the capacity of the LEA/school to systematically, systemically, and sustainably implement improvement processes. ISs collaborate with assigned Support and Innovation Education Program Specialist (EPS) who is an ADE employee.

Support and Innovation assigns Implementation Specialists to LEAs and schools who apply through 1003(a) or 1003(g) Grant funds. Priority, Priority-Sig, and Focus Schools who choose to have an Implementation Specialists must sign a letter of agreement for ADE to pay for Implementation Specialist's services on behalf of the LEA/school and additional assurances.

Priority, Priority-SIG, and Focus Schools who choose to have an Implementation Specialist will receive differentiated support for LEA and school leadership (not to exceed 50 days or 400 hours per school year).

The 50 days will include

- ◇ On-site visits (minimum of 10 per year)
- ◇ Desktop support
- ◇ Attendance with LEA and school at leadership trainings

Implementation Specialists **must** have the following qualifications to be a part of the program:

- ◇ Master's Degree in Educational Leadership or Administration
- ◇ 5 years of teaching experience
- ◇ 5 years of administrative experience, having held a position as either: principal, superintendent or similar
- ◇ District, county or state office position
- ◇ Complete the ADE School Improvement required orientation for Implementation Specialists
- ◇ Sign and commit to a Code of Ethics
- ◇ Have the ability to travel to LEA and school sites both local and/or overnight

Additionally, IS's have the following qualifications or experiences:

- ◇ Superintendent and/or principal certification
- ◇ Instructional and/or leadership coaching experience
- ◇ Instructional and/or leadership training
- ◇ Experience working with a LEA and school implementing the Transformation or Turnaround Model

Services that may be provided by the IS include but are not limited to

1. Coordinate, assist and deliver appropriate coaching, mentoring and professional development for LEA and school leadership in the areas of Continuous Improvement; LEA Leadership; Curriculum and Instructional Systems; Supplemental Supports and Intervention Services; Data, Assessment and Evaluation; and Stakeholder Relations.
2. Provide coaching and mentoring support for LEA and school leadership in the development of LEA and School Continuous Improvement Plans aligned to the 7 Turnaround Principles.
3. Provide coaching and mentoring support for LEA and school leadership in implementing and monitoring effectiveness of strategies and action steps in the LEA and School Continuous Improvement Plans.
4. Provide coaching and mentoring support for LEA and school leadership in implementing and monitoring required LEA and school structures.
5. Collect and use data to monitor implementation of the LEA and School Continuous Improvement Plans.
6. Provide coaching and mentoring support for LEA and school leadership in developing, implementing and monitoring continuous improvement processes that are systematic, systemic and sustainable and will lead to increases in student achievement.
7. Provide job-embedded professional development through capacity building coaching for LEA and school leadership in the areas of observation and feedback, staff and student culture, and data driven instruction.
8. Review the alignment of LEA and school resources (human, fiscal, etc.) to assist LEA and school

- ◇ It is the intent for Implementation Specialists to work collaboratively with LEA and school leaders as well as the assigned EPS to determine the best next steps to increase student achievement moving forward. It is not the job of the IS to determine what the LEA needs and then impose it on them. While the IS might help the principal improve their skills in observation and feedback, it is not their job to evaluate teachers without the principal present. It also is not the job of the IS to be evaluative in their reports to LEA leadership regarding principals, specific teachers, or other personnel issues. This position is a trust position. Confidentiality is key.

INTEGRATED SUPPORT MODEL

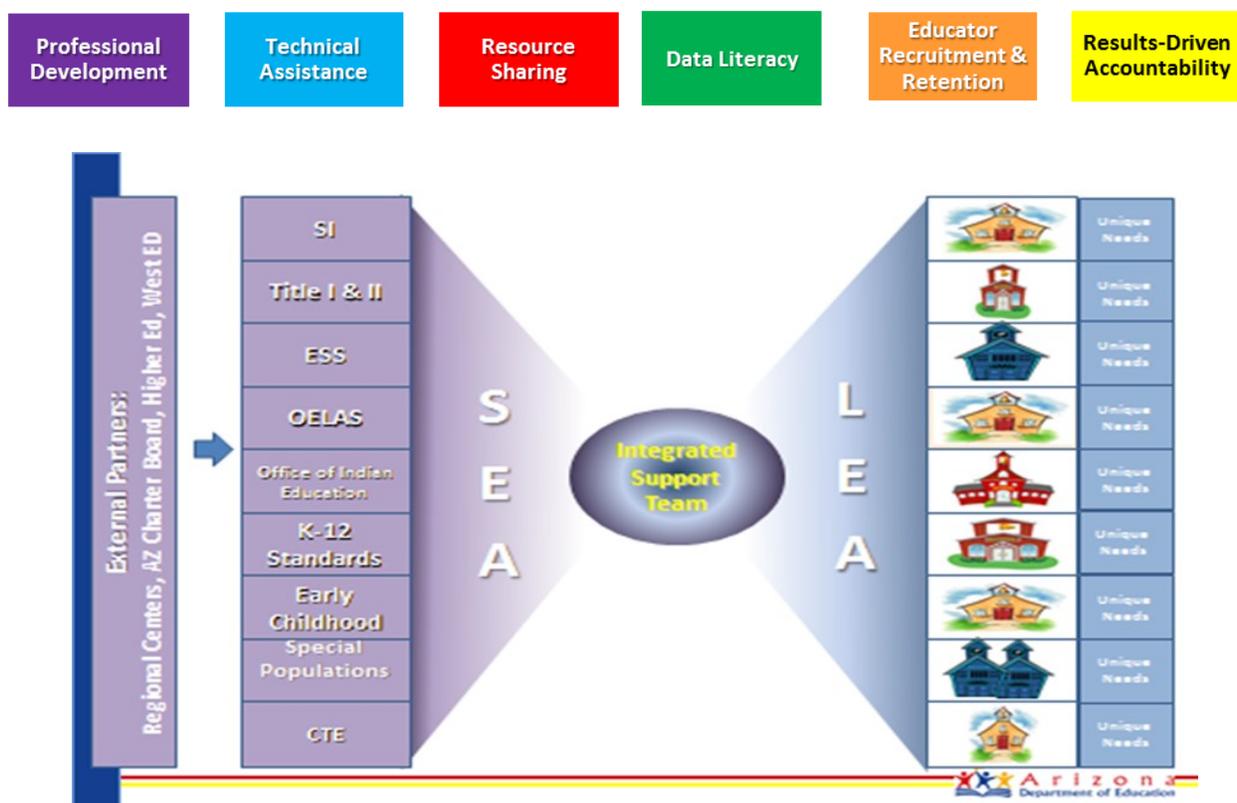
This is a pilot project. Schools for SY 15-16 have been selected.

Mission: Integrated Support Teams will deliver coordinated and collaborative support to enhance LEA systems and capacity, improve educator effectiveness, and significantly increase student achievement.

Strategic Intent: Through collaboration, the Arizona Department of Education will ensure the conditions necessary to maximize student success in college, career and citizenship within an evolving competitive environment.

ADE Commits to...

- ◆ Collaborating with LEAs to prioritize and align agreed upon areas of support based on LEA and school needs.
- ◆ Operating as ONE support system and sharing data more seamlessly.
- ◆ Providing efficient & effective services that streamline/reduce monitoring and reporting duplication & burden on LEAs and schools.
- ◆ Providing increased meaningful & strategic support and accountability for LEAs in:



LEA and SCHOOL CONTINUOUS IMPROVEMENT PLANS (L/SCIP)

All LEAs and schools in **Priority, Priority-SIG, and Focus School status** will submit an LCIP and SCIP on ALEAT. In order to receive grant funds, both the L/SCIP and budget must be completed and approved by SI EPS.

In order to fulfill the Title I and SI goal requirements, the school-level plan (SCIP) or in the case of a single site LEA, in the LEA CIP (LCIP), **three SMART goals** are required.

Goal one must address how the school will improve all student achievement as measured by reading and mathematics assessments, English language proficiency, attendance, and/or graduation rate.

Example: *(School) will improve student achievement for all grades in Reading by ____% increasing from ____% mastery in spring 2015 to ____% mastery in spring 2016 as measured by the LEA/state assessment. (School) will improve student achievement for all grades in Math by ____% increasing from ____% mastery in Spring 2015 to ____% mastery in Spring 2016 as measured by the LEA/state assessment; increase % English language proficiency by ____% moving from ____% in 2015 to ____% in 2016; increase attendance by ____% moving from ____% in 2015 to ____% in 2016; and (if applicable) Increase graduation rate by ____% from ____% to ____% according to ADE calculations.*

Example: *(School) will improve student achievement for all grades in Reading by ____% increasing from ____% mastery in spring 2015 to ____% mastery in spring 2016 as measured by the LEA/state assessment. (School) will improve student achievement for all grades in Math by ____% increasing from ____% mastery in Spring 2015 to ____% mastery in Spring 2016 as measured by the LEA/state assessment; increase % English language proficiency by ____% moving from ____% in 2015 to ____% in 2016; increase attendance by ____% moving from ____% in 2015 to ____% in 2016; and (if applicable) Increase graduation rate by ____% from ____% to ____% according to ADE calculations.*

Goal 2 must address the academic needs of the bottom 25% of the student population in Reading.

Example: *(School) will improve student achievement in Reading for students in the bottom quartile. Reading achievement of students in the bottom quartile will increase by ____% moving from ____% mastery in spring 2015 to ____% mastery in spring 2016 as measured by the LEA/state assessment.*

Goal 3 must address the academic needs of the bottom 25% of the student population in Mathematics.

Example: *(School) will improve student achievement in Math for students in the bottom quartile. Math achievement of students In the bottom quartile will increase by ____% moving from ____% mastery in Spring 2015 to ____% mastery in Spring 2016 as measured by the LEA/state assessment.*

**Schools are required to tag your LCIP and SCIP at the action step level
Follow the instructions below, based on the school's status**

Focus – Goal 1, 2, 3: Develop strategies and action steps

Use the Turnaround Principle Tags on the right at the action step level as appropriate

Focus

Increased student achievement (based on reason for identification).

Use **Focus** Plan Tags at the action step level:

Use the Turnaround Principle Tags on the right at the action step level as appropriate

NOTE: #5 Data Informs Instruction strategies and action steps are required for all **Focus** Schools

Priority – Goal 1,2, 3: Develop strategies and action steps for increasing student achievement.

Priority

Use **Priority** Plan Tags at the action step level.

Use Turnaround Principle Tags at the action step level, as appropriate.

SIG Priority (SIG funded) – Goal 1, 2, 3: Develop strategies and action steps aligned to the chosen model's requirements.

Use **Turnaround** or **Transformation** Plan Tags at the action step level.

Use Turnaround Principle Tags, if applicable.

SIG-Priori

Tags must be used to receive grant funds.

Additional guidance for completing LCIPs and SCIPs is located in ALEAT under the resource tab.

OTHER REQUIREMENTS FOR ALL PRIORITY, PRIORITY-SIG AND FOCUS SCHOOLS

- ◆ Keep relevant records organized for announced and unannounced site visits
- ◆ Submit all SI documents in a timely manner (needs assessment, L/SCIP, achievement data and other requested documents)
- ◆ Progress towards the goals in the L/SCIP
- ◆ Implement L/SCIP strategies and action steps
- ◆ Set aside a maximum of 20% of Title I funds for Support and Innovation efforts
- ◆ Submit and adhere to Assurances

PROFESSIONAL LEARNING OPPORTUNITIES

Leadership Development on a variety of topics will be provided throughout the year by the Support and Innovation Unit in collaboration with other ADE units. For example:

PROFESSIONAL LEARNING OPPORTUNITIES

- ◆ ***Project ELEVATE! Arizona's Turnaround Leadership Network***
 - ◇ Project ELEVATE! was developed by the Arizona Department of Education based on the belief that it takes both system and school-level leaders working as partners to achieve the common purpose of sustaining highly effective schools where every student has the best opportunity for success to graduate college and career ready.
 - ◇ District and school leaders will have the opportunity to work with and learn from colleagues throughout the state; solve problems collaboratively; re-invent, re-ignite, re-energize and transform systems; and receive tailored mentoring and support. (see appendix H)

- ◆ **University of Virginia (UVA) Partnership for Leaders in Education-School Turnaround Specialist Program**
 - ◇ The goal of the UVA program is to achieve quick, dramatic, and sustainable gains in student achievement in Arizona's lowest performing schools and schools with the largest achievement gaps. Participation is through an ADE recommendation process. (See appendix I)

- ◆ **Quality Schools Program for Charter Schools (QSP)**
 - ◇ The QSP is an initiative of the Center for Student Achievement. The Quality Schools Program is a three year program that includes a series of job-embedded professional development and intensive on-site coaching for teachers and school leaders. (See appendix J)

- ◆ **Other ADE sponsored Leadership Development activities**

REQUIRED LEA and SCHOOL STRUCTURES

Comprehensive, Balanced Assessment System

An LEA with a priority school is required to use data to inform instruction. LEAs must implement a balanced assessment strategy, data systems, effective data analysis processes, and data-driven instructional practices. The LEA's plan must include: common interim assessments aligned to curriculum for reading and mathematics; assessments that will take place at least 3 times per year; and a data management process to ensure that the system provides up-to-date data reports to allow for deep analysis of student, teacher, and school level data. Additional PLC time should be scheduled within a couple days of the interim results, to support deep item analysis and teacher action planning and will include participation from the priority school principal. In addition, the LEA must ensure that the priority school has an effective intervention system in place for struggling students and that the effectiveness of the intervention practice is measured regularly.

Professional Learning Communities

An LEA with a priority school is required to implement Professional Learning Communities.

A professional learning community (PLC) is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. PLCs operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators. In sum, PLCs are characterized by three big ideas: 1) a focus on learning, 2) a culture of collaboration, and 3) a focus on results. (DuFour et al., 2010)

Effective PLCs

- ◆ Meet regularly, preferably weekly
- ◆ Are composed of like content or like grade levels
- ◆ Think of students as “our kids”
- ◆ Focus on learning not teaching
- ◆ Use the four essential questions to guide dialogue
- ◆ Analyze data and discuss how it will drive instruction
- ◆ Plan instruction together
- ◆ Work together to address state assessment indicators
- ◆ Develop common assessments which can be used to discuss instructional practices
- ◆ Discuss student work
- ◆ Discuss lesson successes and disappointments

Four Essential PLC Questions

1. What do we expect our students to learn?
2. How will we know they are learning?
3. How will we respond when they don't learn?
4. How will we respond if they already know it?

Resources:

Revisiting Professional Learning Communities at Work: New Insights for Improving Schools
(Dufour, DuFour & Eaker, 2008)

Learning by Doing: A Handbook for Professional Learning Communities at Work
(DuFour et al., 2010)

Raising the Bar and Closing the Gap: Whatever it Takes (DuFour et al., 2010)

The Collaborative Teacher: Working Together as a Professional Learning Community
(Erkens et al., 2008)

Leaders of Learning: How District, School, and Classroom Leaders Improve Student Achievement
(Dufour & Marzano, 2011)

Common Formative Assessment: A Toolkit for Professional Learning Communities at Work
(Bailey & Jakicic, 2012)

<http://www.allthingsplc.info/>

Multi-Tiered System of Support (MTSS)

LEAs are required to Implement a differentiated system of support. At the both the State and Federal level, the terminology *Response to Intervention, Response to Learning, or Response to Instruction* is being replaced by ***Multi-Tier System of Supports (MTSS)***.

Multi-tiered system of supports (MTSS) is a coherent continuum of system-wide, data-based problem solving practices supporting a rapid response to the academic and behavioral needs for all students; gifted, general, remedial, and special education. This comprehensive system of supports includes assessments (universal screening, diagnostic, progress monitoring, formative, and outcome), research-based instruction, and interventions. This instruction/intervention is delivered across multiple tiers dependent on the individual student needs identified by student outcome data.

Improving student academic and behavior outcomes is about ensuring all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible. SWPBS provides an operational framework for achieving these outcomes. More importantly, School wide Positive Behavior Supports (SWPBS) is NOT a curriculum, intervention, or practice, but IS a decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.

Positive Behavior Support (PBS) is an effective, evidence based approach to teaching appropriate behavior. SWPBS emphasizes four integrated elements: (1) data for decision making, (2) measurable outcomes supported and evaluated by data, (3) practices with evidence that these outcomes are achievable, and (4) systems that efficiently and effectively support implementation of these practices. These four elements are guided by six important principles

1. Develop a continuum of scientifically based behavior and academic interventions and supports
2. Use data to make decisions and solve problems
3. Arrange the environment to prevent the development and occurrence of problem behavior
4. Teach and encourage prosocial skills and behaviors
5. Implement evidence-based behavioral practices with fidelity and accountability
6. Screen universally and monitor student performance & progress continuously

Behavior — Multi-Tier Behavior Supports (MTBS)

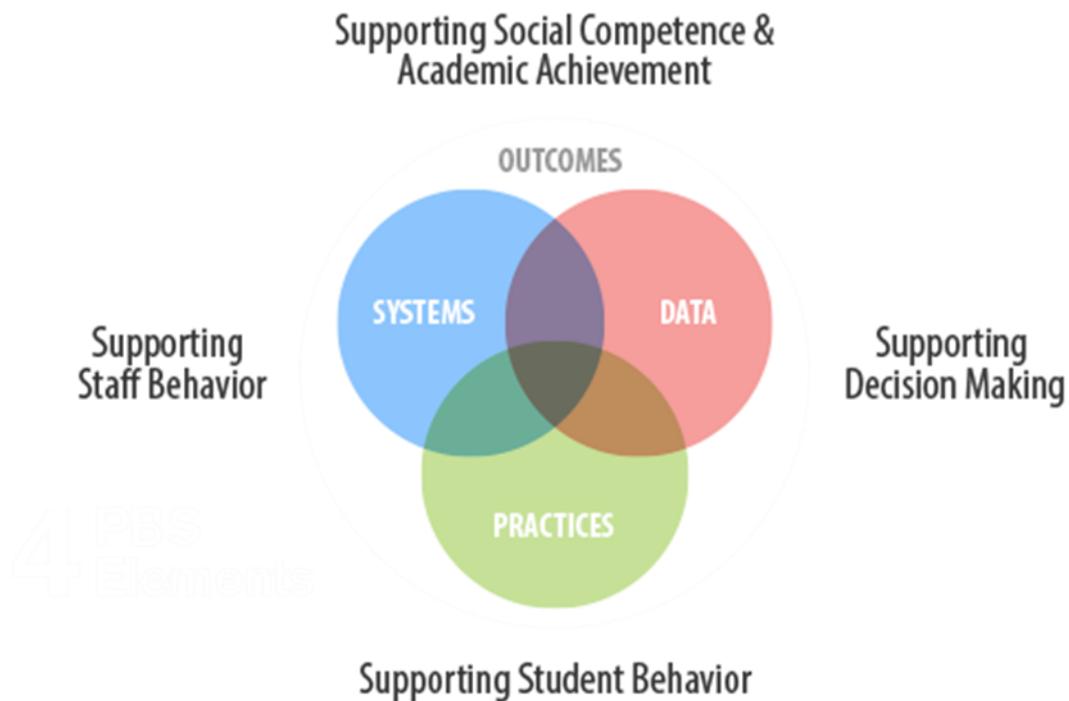
ADE Contact: **Celeste Nameth**

Multi-tiered Behavior Support Specialist

Professional Learning and Sustainability

Celeste.Nameth@azed.gov

Link to PBISaz website. <http://pbisaz.org/pbis-overview/>



Principal Evaluation

LEAs are required to use data from an approved evaluation system that is fully aligned to Arizona Framework for Measuring Educator Effectiveness to inform selection, placement, retention and incentive decisions for principals in priority schools. If the LEA determines to reassign the principal, the LEA shall collaborate with ADE on the reassignment.

LEAs will submit evidence to ADE in the form of a required assurance that the LEA has selected or retained an effective school leader for the priority school based on the above requirements. The LEA must replace school leaders deemed ineffective based on the above requirements. LEAs must include documentation to support the decision to retain effective school leaders or replace ineffective school leaders. The required assurance will include the principal’s performance classification for the most recent school year.

In addition, LEAs are responsible for providing ongoing comprehensive, differentiated and individualized support to selected school leaders based on the LEA’s plan for turning around its priority schools. (see Appendix F)

Operational Flexibility

The LEA must ensure that principals placed in priority schools have sufficient **operational flexibility** (including staffing, school schedules, and budgeting) to fully implement a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.

Effective Staffing

LEAs are required to use data from an approved evaluation system that is fully aligned to Arizona Framework for Measuring Educator Effectiveness to inform selection, placement, retention and incentive decisions for teachers in priority schools.

This evaluation process is required of all staff including, but not limited to, general education, special education, Title I, and English language learners. Reading, science, and mathematics teachers cannot be retained or rehired unless they meet state and federal highly qualified, highly effective requirements. The LEA is required to retain instructional staff determined to be effective and reassign or replace instructional staff determined not to be effective. Based on the results of teacher evaluations which include student growth data, LEAs will make relevant staffing decisions to ensure that the strongest talent is working with students with the most need. Teacher performance is a leading indicator that has one of the strongest impacts on student achievement. In order to improve student learning, LEAs with priority school must hire and develop effective teachers. Priority schools must implement a walk-through classroom observation and feedback protocol that includes ongoing coaching and support to change teacher behavior and instructional practices that addresses the needs of a diverse group of learners (See appendix E)

Extended Learning Time

Increased learning time is a requirement of all priority schools. Increased or extended learning time means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time. Before, after, and summer school instructional programs can be utilized to fulfill this requirement only if they are available to all students in the school. To implement before, after, and summer options most effectively, LEAs are encouraged to closely integrate and coordinate academic work between in and out of school time.

If the LEA contains elementary grades, the LEA must provide evidence that instructional time adheres to A.R.S §15-701. This statute requires additional time for intensive reading intervention for a student that does not achieve proficiency on the state assessment at the end.

FISCAL REVIEW

Support and Innovation will monitor fiscal compliance through on and off site visits and reports.

CRITERIA FOR COMPLIANCE

Grantee recipients are *required to*:

- ◆ Follow the Grants Management Business Rules available in GME.
- ◆ Submit revisions for any fiscal or programmatic change.
- ◆ Receive EPS approval for revisions prior to implementing any change in spending or program.
- ◆ Provide quarterly detailed expenditure reports.
- ◆ In accordance with sound accounting practices, **LEAs are required to request reimbursements on a monthly basis**. Examples of monthly reimbursement requests are payments of the monthly salaries of grant funded positions, scheduled services of external providers, or specific training/conferences paid for during the month.
- ◆ Submit Completion Reports on time.

**Failure to request reimbursements in a timely manner
may result in loss of funds.**

Grantees failing to meet any single requirement of compliance are subject to compliance actions in the Support and Innovation Grant Fiscal and Programmatic Accountability Protocol
(See *appendix G*)

Support and Innovation Documents & Due Dates

Priority, Priority-SIG and Focus Schools			
Documents	Completed by:	Submitted to:	Due by:
LCIP* Tag action steps with appropriate SI tags: Priority, Priority-SIG, Turnaround, Transformation, and/or all 7 Turnaround Principles	LEA	ADE on ALEAT	No later than October 1, 2015 Earlier for grant purposes
SCIP* Tag action steps with appropriate SII tags: Priority, Priority-SIG, Turnaround, Transformation, and/or all 7 Turnaround Principles	School	ADE on ALEAT	No later than October 1, 2015 Earlier for grant purposes
Quarterly detailed expenditure reports	LEA School	SI EPS File Cabinet in ALEAT	Oct.15, 2015 Jan. 15, 2016 March 15, 2016 June 15, 2016
Quarterly achievement data submissions	LEA School	SI EPS File Cabinet in ALEAT	Oct.15, 2015 Jan. 15, 2016 March 15, 2016 June 15, 2016

**When applicable and with the approval from ADE personnel assigned to the school, charter holders and charter schools may submit their PMP or DSP Continuous Improvement Plan required by the Arizona State Board for Charter Schools in lieu of a SCIP or LCIP in the “File Cabinet” in ALEAT.*

2015-16
Priority and Focus Schools
LEA ASSURANCES
Support and Innovation Unit

THIS AGREEMENT made the _____ day of _____, 20 ____, by and between _____ hereafter called the LEA and Arizona Department of Education (ADE), hereafter called the SEA.

By indicating with a mark on the below items, the LEA or Charter Holder fully and completely assures that it will:

- Complete and submit the Self-Readiness Assessment, on-site readiness report or local needs assessment. (Upload to ALEAT file cabinet.)
- Develop a comprehensive LEA and School Continuous Improvement Plan with strategies and action steps tied to the 7/chosen Turnaround Principles. (Use Priority, Focus and Principle # tags in the CIP on ALEAT.)
 - Establish annual SMART goals in the L/SCIP for addressing increased achievement in math and reading for all students.
 - Establish annual SMART goals in the L/SCIP for addressing increased achievement in math and reading for the bottom quartile (the neediest) students.
 - The LEA and school will use the L/CIP as the action plan for meaningful interventions to improve student achievement.
- Update, delete, retire or add strategies and action steps to the L/SCIP at least quarterly.
- Ensure that the principal has the necessary operational flexibility to implement Turnaround strategies.
- Incorporate structures that provide sufficient time for professional learning communities (PLCs) (weekly 60-90 minutes minimum).
- Implement a balanced assessment strategy, data systems, effective data analysis and data driven instructional practices. Include effective common interim assessments at least three times a year.
- Complete and submit ED Facts data when requested by ADE.
- Identify an LEA contact person who will oversee implementation activities, maintain contact with Support and Innovation (SI) staff, and accompany ADE SI staff during site visits at the school upon request.

In addition:

- If the LEA chooses the services of an Implementation Specialist, the LEA understands and authorizes ADE to utilize a portion of the LEA's school improvement 1003 (a) assistance funds to pay for an Implementation Specialist. An Assurance Amendment will be signed.
- If the LEA chooses an educational service provider (external provider), the LEA representative will provide ADE SI a copy of the process for selecting external providers, as requested.

- An evaluation of educational service provider services will be conducted and sent to ADE, as requested.
- I understand that at any time during the grant period funds can be discontinued for misuse of funds or lack of evidence of Continuous Improvement Plan implementation on the part of the school and/or LEA/Charter Holder.
 - ◇ I understand if the conditions herein are not adhered to or sufficient progress is not being made, a corrective action plan will be written and implemented.
 - ◇ If the LEA does not provide evidence of implementation within six months of the corrective action plan, school improvement grant funds will be discontinued.

LEA/school with a Priority and Focus Grant

we do not have a grant

By indicating with a mark on the below items, the LEA or Charter Holder fully and completely assures that it will:

- Ensure that Priority and Focus school grant funds are used only to supplement the funds that would, in the absence of such Federal funds, be made available from non-Federal sources for the education of pupils participating in programs assisted under this part, and not to supplant such funds as required by Title I, Part A, Section 1120A (b) of ESEA.
- Use the Priority and Focus School Grant to fully and effectively implement all 7 Turnaround Interventions for each Priority school and/or Principle 5 (using data to inform instruction) plus other Principles aligned to the reason for identification for each Focus school.
- Ensure appropriate fiscal oversight of the use of grant funds by ensuring that purchases are consistent with the terms and conditions of the Priority and Focus School Grant, state and federal accounting requirements, and that the LEA’s accounting system meets the standards required of its financial management system as detailed in 34 CFR § 80.20.
- Submit revisions for any fiscal or programmatic change after conferring with the designated Education Program Specialist (EPS)
- Ensure appropriate fiscal oversight by ensuring the reimbursement requests are made monthly.
- Provide an up to date detailed expense report to the designated EPS quarterly.

Signed this _____ day of _____, 20____

LEA Representative _____
Print name and title

LEA Representative _____
Signature

LEA name _____ School name _____

Appendix C

The link below will take you to the Accountability Website. The document “Summary of AZ’s Transitional Criteria for Reward, Focus...” thoroughly explains the new criteria.

<http://www.azed.gov/eseawaiver/files/2015/07/attachment-2j-updated-07022015.pdf>



Arizona Department of Education

Support and Innovation Unit

Extended Learning Time

“Increased learning time” is a requirement of all Priority schools in accordance with Arizona’s ESEA Flexibility Waiver. Additionally, Guidance on Support and Innovation Grants under Section 1003(g) highlights “increased learning time” as a required strategy for both the transformation and turnaround models; (p. 19, 29).

C-35a. What is the difference between redesigning the school day, week, or year to include additional time for student learning and teacher collaboration as required by the turnaround principles and providing increased learning time as required by the transformation and turnaround models under SIG?

Redesigning the school day, week, or year does not necessarily require adding time to increase the total number of school hours. Rather, an LEA might, for example, move to block scheduling to reduce transition time between classes and thus increase instructional time (see C-35). Providing increased learning time under SIG, however, requires actually adding time to the school day, week, or year to significantly increase the total number of school hours, although extending learning into before- or after-school hours is permissible under this definition so long as the before- or after-school instructional program is available to all students in the school (see A-32 in the SIG guidance). An LEA that receives SIG funds to implement a transformation or turnaround model in one or more priority schools must continue to meet the requirement regarding providing increased learning time and may not simply redesign its school day to increase instructional time.

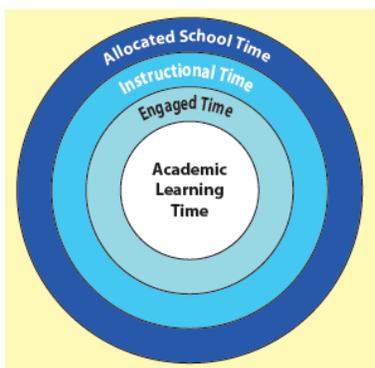
Definitions

“Increased learning time” means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for:

- a. instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography;
- b. instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and
- c. teachers to collaborate, plan, and engage in professional development within and across grades and subjects.
- d. Before, after, and summer school instructional programs can be utilized to fulfill this requirement only if they are available to all students in the school. To implement before, after, and summer options most effectively, LEAs are encouraged to closely integrate and coordinate academic work between in and out of school time.

Best Practices

The first consideration for learning time is the current use of available time (ECONorthwest Chalkboard Project, *Extended Learning Time in K-12 Schools*, 2008). Several researchers have described school time as being comprised of different types of time. The first type, “allocated time,” includes the total amount of time that students are scheduled to be in school. Of that time, only a portion is dedicated to “allocated class time” when students are present in their classrooms. Furthermore, of allocated class time, only a portion is devoted to “instructional time.” And finally, only a portion of instructional time results in “academic learning time.” Academic learning time is defined as “that precise period when an instructional activity is perfectly aligned with a student’s readiness and learning occurs.” The diagram below shows the relationship between the types of time in school.



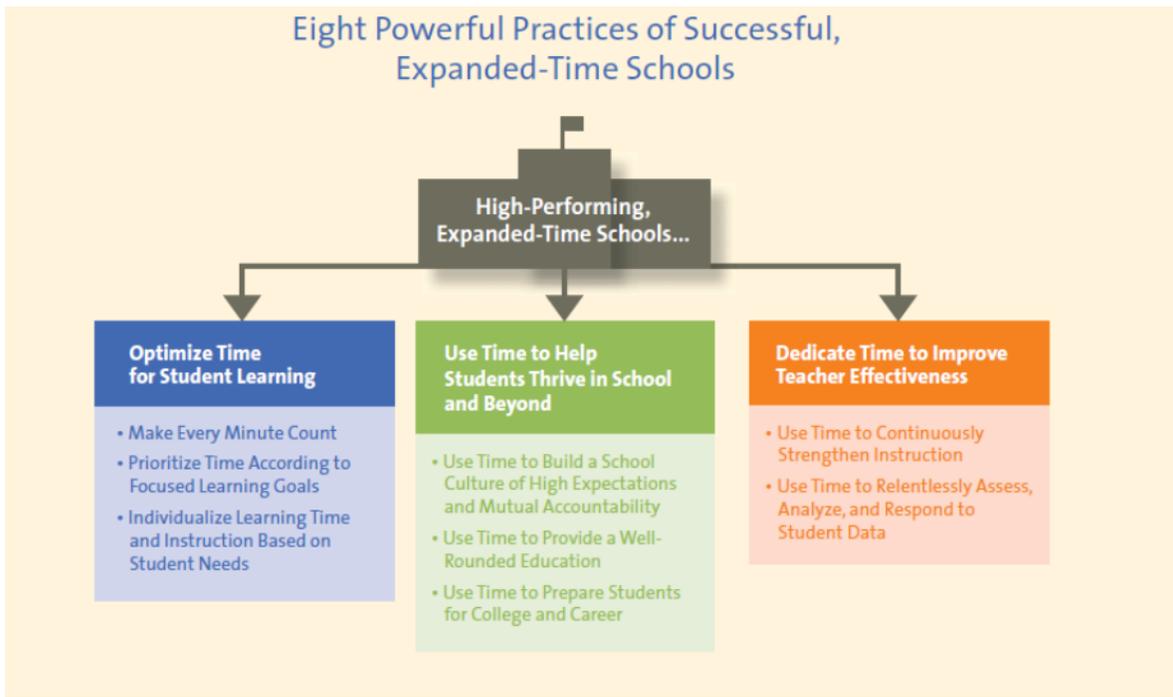
While time in school is necessary for learning, time alone is not sufficient. Additional time must result in academic learning time if it is to be effective. In schools where the existing schedule has been optimized to allow for the maximum amount of academic learning time, additional time is likely to have an impact on student achievement. However, in schools where existing time is not well utilized, adding time to the day or year likely will be ineffective, and a poor use of scarce resources.

For this reason many researchers have recommended that efforts to increase time in school should first be directed at maximizing the amount of academic learning time in the existing school day and year. Strategies such as improving teacher training, improving and aligning the curriculum, reducing distractions, year-round schedules and block scheduling have been shown to help increase the amount of academic learning time.

Research supports the effectiveness of well-designed programs that expand learning time by a minimum of 300 hours per school year. (Frazier & Morrison, 1998; Mass2020.) Although research supports the effectiveness of increasing learning time by a minimum of 300 hours, the final requirements of SIG do not require that an LEA implementing either the turnaround model or the transformation model necessarily provide at least 300 hours of increased learning time.

An LEA has the flexibility to determine precisely how to meet the requirement to establish schedules that provide increased learning time, and should do so with an eye toward the goal of increasing learning time enough to have a meaningful impact on the academic program in which the model is being implemented.

A recent report released by the National Center on Time and Learning summarizes promising practices in use of expanded time entitled *Time Well Spent: Eight Powerful Practices of Successful, Expanded-Time Schools* (Kaplan & Chan, 2011).



Extended Learning Time in Arizona SIG Schools

There are many different approaches to meeting the requirement for increased learning time. Most Arizona SIG Schools are implementing a combination of approaches to provide increased learning time for students and teachers. A list of the approaches from SIG applications and monitoring is provided below.

Extended Learning Time for Students

- ◆ Add minutes to the school day
- ◆ Add days to the school calendar (maintain instructional minutes per day)
- ◆ Restructure the schedule (i.e. decreased lunch period, decreased passing periods, block scheduling)
- ◆ Rearrange the schedule to spend additional time in Core subjects (usually focused on reading and math)
- ◆ Add intervention time or classes in addition to regular core subject instructional time
- ◆ Add academic-focused advisory or support time or classes, revise current advisory or support programs to have an academic focus
- ◆ Require seniors to take an additional class
- ◆ Require freshman to take a reading class in addition to regular ELA class
- ◆ Add options for taking classes (i.e. replace an elective, zero hour, afterschool, Saturday, summer, online)
- ◆ Provide tutoring (i.e. AIMS tutoring, academic tutoring)

Extended Learning Time for Teachers

- ◆ Provide professional development and support based upon student and teacher data (i.e. benchmarks, AIMS, common assessments, classroom observations, etc.)

- ◆ Extend professional development time (i.e. before school, after school, summer, Saturdays)
- ◆ Rearrange the schedule to include common planning times for grade levels or departments within the school day
- ◆ Set aside time and create structures for professional learning communities
- ◆ Set aside time and create structures for curriculum and assessment planning (i.e. grade level and cross curricular)
- ◆ Provide ongoing feedback and support from administrators and coaches
- ◆ Differentiate professional development (i.e. new teachers, content areas/grade levels)

Teacher Competencies

An LEA with a Focus or Priority School is required to review the effectiveness of the school's teachers. The LEA must determine if teachers must be replaced based on this review. It is recommended this review be based on the "Turnaround Leadership Competencies for Teachers" (2008, *Public Impact*), along with an approved evaluation system that is fully aligned to Arizona's Teacher Evaluation Framework.

In order to ensure that teachers are able to improve instruction, the LEA is required to:

- ◆ review all existing staff using an approved evaluation system that is fully aligned to Arizona's Teacher Evaluation Framework;
- ◆ retain instructional staff determined to be effective; and
- ◆ reassign or replace instructional staff determined not to be effective (in collaboration with ADE).

This evaluation process is required of all staff including, but not limited to, general education, special education, Title I, and English language learners. Reading, science, and mathematics teachers cannot be retained or rehired unless they meet state and federal highly qualified, highly effective requirements.

Driving for Results Cluster – This cluster of competencies is concerned with the turnaround leader's strong desire to achieve outstanding results and the task-oriented actions required for success. These enable a relentless focus on learning results and competencies in this cluster include:	
Achievement:	The drive and actions to set challenging goals and reach a high standard of performance despite barriers
Initiative and Persistence:	The drive and actions to do more than is expected or required in order to accomplish a challenging task.
Monitoring and Directiveness:	The ability to set clear expectations and to hold others accountable for performance.
Planning Ahead:	A bias towards planning in order to derive future benefits or to avoid problems.

Influencing for Results Cluster – This cluster of competencies is concerned with motivating others and influencing their thinking and behavior to obtain results. Turnaround leaders cannot accomplish change alone, but, instead must rely on the work of others. These enable working through and with others and competencies in this cluster include:	
Impact and Influence:	Acting with the purpose of affecting the perceptions, thinking and actions of others.
Team Leadership:	The ability and actions needed to work with others to achieve shared goals.
Developing Others:	Understanding and interpreting others' concerns, motives, feelings and behaviors.

Problem Solving Cluster – This cluster of competencies is concerned with leader's thinking applied to organization goals and challenges. It includes analysis of data to inform decisions; making clear logical plans that people can follow; and ensuring a strong connection between school learning goals and classroom activity. These enable solving and simplifying complex problems and competencies in this cluster include:	
Analytical Thinking:	The ability to break things down in a logical way and to recognize cause and effect.
Conceptual Thinking:	The ability to see patterns and links among seemingly unrelated things.

Personal Effectiveness and Showing Confidence to Lead Cluster – This competency, essentially the public display of self-confidence, stands alone and is concerned with staying visibly focused, committed, and self-assured despite the barrage of personal and professional attacks common during turnarounds. These enable success in a highly challenging situation.	
Belief in Learning Potential:	A belief that all students, regardless of circumstances, can learn at levels higher than their current achievement indicates.
Self-Control:	Acting to keep one's emotions under control, especially when provoked.
Self-Confidence:	A personal belief in one's ability to accomplish tasks and the actions that reflect that belief.
Flexibility:	The ability to adapt one's approach to the requirements of a situation and to change tactics.

The Danielson Framework for Teaching

The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. Teaching is divided into 22 components of teacher actions that are clustered into four domains of teaching responsibility. It is recommended that when considering *Turnaround Teacher Competencies* to also consider the quality and impact of teacher actions.

DOMAIN 1: Planning and Preparation		DOMAIN 2: The Classroom Environment	
1a	Demonstrating Knowledge of Content & Pedagogy <ul style="list-style-type: none"> • Content knowledge • Prerequisite relationships • Content pedagogy 	2a	Creating an Environment of Respect & Rapport <ul style="list-style-type: none"> • Teacher interaction with students • Student interaction with students
1b	Demonstrating Knowledge of Students <ul style="list-style-type: none"> • Child development • Learning process <li style="padding-left: 20px;">• Special needs • Student skills, knowledge, and proficiency <li style="padding-left: 20px;">• Interests and cultural heritage 	2b	Establishing a Culture for Learning <ul style="list-style-type: none"> <li style="padding-left: 20px;">• Importance of content • Expectations for learning and achievement <li style="padding-left: 20px;">• Student pride in work
1c	Setting Instructional Outcomes <ul style="list-style-type: none"> • Value, sequence, and alignment <li style="padding-left: 20px;">• Clarity • Balance • Suitability for diverse learners 	2c	Managing Classroom Procedures <ul style="list-style-type: none"> • Instructional groups • Transitions <li style="padding-left: 20px;">• Materials and supplies <li style="padding-left: 20px;">• Non-instructional duties • Supervision of volunteers and paraprofessionals
1d	Demonstrating Knowledge of Resources <ul style="list-style-type: none"> • For classroom • To extend content knowledge <li style="padding-left: 20px;">• For students 	2d	Managing Student Behavior <ul style="list-style-type: none"> • Expectations • Monitoring behavior <li style="padding-left: 20px;">• Response to misbehavior
1e	Designing Coherent Instruction <ul style="list-style-type: none"> • Learning activities • Instructional materials and resources • Instructional groups <li style="padding-left: 20px;">• Lesson and unit structure 	2e	Organizing Physical Space <ul style="list-style-type: none"> <li style="padding-left: 20px;">• Safety and accessibility • Arrangement of furniture and resources
1f	Designing Student Assessments <ul style="list-style-type: none"> • Congruence with outcomes <li style="padding-left: 20px;">• Criteria and standards • Formative assessments • Use for planning 		

DOMAIN 3: Instruction		DOMAIN 4: Professional Responsibilities	
3a	Communicating With Students <ul style="list-style-type: none"> • Expectations for learning • Directions and procedures • Explanations of content <li style="padding-left: 20px;">• Use of oral and written language 	4a	Reflecting on Teaching <ul style="list-style-type: none"> <li style="padding-left: 20px;">• Accuracy • Use in future teaching
3b	Using Questioning & Discussion Techniques <ul style="list-style-type: none"> • Quality of questions • Discussion techniques • Student participation 	4b	Maintaining Accurate Records <ul style="list-style-type: none"> • Student completion of assignments <li style="padding-left: 20px;">• Student progress in learning <li style="padding-left: 20px;">• Non-instructional records
3c	Engaging Students in Learning <ul style="list-style-type: none"> • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing 	4c	Communicating with Families <ul style="list-style-type: none"> • About instructional program <li style="padding-left: 20px;">• About individual students • Engagement of families in instructional program
3d	Using Assessment in Instruction <ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning <li style="padding-left: 20px;">• Feedback to students • Student self-assessment and monitoring 	4d	Participating in a Professional Community <ul style="list-style-type: none"> • Relationships with colleagues <li style="padding-left: 20px;">• Participation in school projects • Involvement in culture of professional inquiry • Service to school
3e	Demonstrating Flexibility & Responsiveness <ul style="list-style-type: none"> • Lesson adjustment • Response to students <li style="padding-left: 20px;">• Persistence 	4e	Growing and Developing Professionally <ul style="list-style-type: none"> • Enhancement of content knowledge / pedagogical skill <li style="padding-left: 20px;">• Receptivity to feedback from colleagues <li style="padding-left: 20px;">• Service to the profession
		4f	Showing Professionalism <ul style="list-style-type: none"> <li style="padding-left: 20px;">• Integrity/ethical conduct <li style="padding-left: 20px;">• Service to students • Advocacy • Decision-making • Compliance with school/district regulation

Turnaround Leadership Competencies

An LEA with a Priority School is required to review the effectiveness of the school's leader. The LEA must determine if the principal must be replaced based on this review. The review will be in collaboration with ADE SII staff and based on the "Turnaround Leadership Competencies" (2008) Public Impact. *A competency is a pattern of thinking, feeling, acting or speaking that causes a person to be successful in a job or role.*

If the LEA determines to reassign the principal, the LEA shall collaborate with ADE on the reassignment. **The LEA must develop criteria to use to hire an instructional leader and provide evidence that the new principal:**

- Has a track record of increasing student achievement on standardized test scores as well as overall student growth, as well as growth of the subgroups in the school.
- Has a minimum of three years previous principal experience. A principal that is continuing at the school must attend an ADE approved leadership development program.
- Has experience supervising implementation of multiple programs at the school level, including but not limited to special education, Title I, and English language learners.
- Exhibits competencies in the areas of **driving for results, influencing for results, problem-solving, and showing confidence to lead.**

Turnaround Leadership Actions

Source: Hassel, E. A., & Hassel, B. C. (2009). The big u-turn: How to bring schools from the brink of failure to stellar success. *Education Next*, 9(1), 21–27. Updated school turnaround resources also available at www.schoolturnarounds.org.

Focus on a Few Early Wins. Successful turnaround leaders choose a few high-priority goals with visible payoffs, and use early success to gain momentum, motivate staff, and disempower naysayers. These wins relate to high-priority, not peripheral, elements of organization performance. In schools, examples might include achieving very high attendance and low disciplinary rates in the first two months of the school year; or making huge leaps in learning progress in a targeted academic area, such as aiming by the end of the first semester to have 90 percent of fifth-graders on track to make grade level by year's end.

Break Organizational Norms. In a failing organization, existing practices contribute to failure. Successful turnaround leaders break rules and norms. Deviating to achieve early wins shows that new action gets new results.

Push Rapid-Fire Experimentation. Turnaround leaders press a fast cycle of trying new tactics, discarding failed tactics, and investing more in what works. They resist touting mere progress as ultimate success.

Get the Right Staff, Right the Remainder. Successful turnaround leaders typically do not replace all or even most staff at the start, but they often replace some key leaders to help organize and drive change. For remaining staff, change is mandatory, not optional.

Drive Decisions with Open-Air Data. Successful turnaround leaders are focused, fearless data hounds. They choose their initial goals based on rigorous analysis. They report key staff results visibly and often. They require all staff who participate in decision-making to share periodic results in open-air sessions, shifting discussions from excuse-making and blaming to problem-solving.

Lead a Turnaround Campaign. Leaders use a consistent combination of motivating and maneuvering tactics that include communicating a positive vision of success; helping staff personally feel the problems customers feel; working through key influencers; and silencing critics with speedy success.

Turnaround Leadership Competencies	Turnaround Leadership Actions
<p>Driving for Results Cluster – This cluster of competencies is concerned with the turnaround leader’s strong desire to achieve outstanding results and the task-oriented actions required for success. Competencies in this cluster include:</p> <p>Achievement: The drive and actions to set challenging goals and reach a high standard of performance despite barriers.</p> <p>Initiative and Persistence: The drive and actions to do more than is expected or required in order to accomplish a challenging task.</p> <p>Monitoring and Directedness: The ability to set clear expectations and to hold others accountable for performance.</p> <p>Planning Ahead: A bias towards planning in order to derive future benefits or to avoid problems.</p>	<p style="text-align: center;"><i>Driving for Results</i></p> <p>Concentrate on Big, Fast Payoffs in Year 1: Turnaround leaders concentrate on a few changes to achieve early, visible wins. They do this to achieve success in an important area, motivate others for further change, and reduce resistance by those who oppose change.</p> <p>Implement Practices Even if Require Deviation: Turnaround leaders deviate from organization norms or rules when needed to achieve early wins. In a failing organization, existing practices often contribute to failure. This shows that changes can lead to success.</p> <p>Require All Staff to Change: When turnaround leaders implement an action plan, change is mandatory, not optional.</p> <p>Make Necessary Staff Replacements: Successful turnaround leaders typically do not replace all or most staff but often replace some senior leaders. After initial turnaround success, staff who do not make needed changes either leave or are removed by the leader.</p> <p>Focus on Successful Tactics; Halt Others: Successful turnaround leaders quickly discard tactics that do not work and spend more money and time on tactics that work. This pruning and growing process focuses limited resources where they will best improve results.</p> <p>Do Not Tout Progress as Ultimate Success: Turnaround leaders are not satisfied with partial success. They report progress, but keep the organization focused on high goals. When a goal is met, they are likely to raise the bar. Merely better is not good enough.</p>

<p>Influencing for Results Cluster – This cluster of competencies is concerned with motivating others and influencing their thinking and behavior to obtain results. Turnaround leaders cannot accomplish change alone, but instead must rely on the work of others. Competencies in this cluster include:</p> <p>Impact and Influence: Acting with the purpose of affecting the perceptions, thinking and actions of others.</p> <p>Team Leadership: Assuming authoritative leadership of a group for the benefit of the organization.</p> <p>Developing Others: Influence with the specific intent to increase the short and long-term effectiveness of another person.</p>	<p style="text-align: center;"><i>Influencing Inside and Outside the Organization</i></p> <p>Communicate a Positive Vision: Turnaround leaders motivate others to contribute their discretionary effort by communicating a clear picture of success and its benefits.</p> <p>Help Staff Personally Feel Problems: Turnaround leaders use various tactics to help staff empathize with – or “put themselves in the shoes of” – those whom they serve. This helps staff feel the problems that the status quo is causing and feel motivated to change.</p> <p>Gain Support of Key Influencers: Turnaround leaders gain support of trusted influencers among staff and community and then work through these people to influence others.</p> <p>Silence Critics with Speedy Success: Early, visible wins are used not just for success in their own right, but to make it harder for others to oppose further change. This reduces leader time spent addressing “politics” and increases time spent managing for results.</p>
<p>Problem Solving Cluster – This cluster of competencies is concerned with leader’s thinking applied to organization goals and challenges. It includes analysis of data to inform decisions; making clear logical plans that people can follow; and ensuring a strong connection between school learning goals and classroom activity. Competencies in this cluster include:</p> <p>Analytical Thinking: The ability to break things down in a logical way and to recognize cause and effect.</p> <p>Conceptual Thinking: The ability to see patterns and links among seemingly unrelated things.</p>	<p style="text-align: center;"><i>Initial Analysis and Problem Solving</i></p> <p>Collect & Analyze Data: Initially, turnaround leaders personally analyze data about the organization’s performance to identify high-priority problems that can be fixed quickly.</p> <p>Make Action Plan Based on Data: Turnaround leaders make an action plan so that everyone involved knows specifically what they need to do differently. This allows people to focus on changing what they do, rather than worrying about impending change.</p>
<p>Showing Confidence to Lead – This competency, essentially the public display of self-confidence, stands alone and is concerned with staying visibly focused, committed, and self-assured despite the barrage of personal and professional attacks common during turnarounds.</p> <p>Self-Confidence: A personal belief in one’s ability to accomplish tasks and the actions that reflect that belief.</p>	<p style="text-align: center;"><i>Measuring, Reporting (and Improving)</i></p> <p>Measure and Report Progress Frequently: Turnaround leaders set up systems to measure and report interim results often. This enables the rapid discard of failed tactics and increase of successful tactics essential for fast results.</p> <p>Require Decision Makers to Share Data and Problem Solve: Turnaround leaders share key staff results visibly, to highlight those who do not change and reward those who do and succeed. This shifts meetings from blaming and excuses to problem solving.</p>

Drive Decisions with Open-Air Data. Successful turnaround leaders are focused, fearless data hounds. They choose their initial goals based on rigorous analysis. They report key staff results visibly and often. They require all staff who participate in decision-making to share periodic results in open-air sessions, shifting discussions from excuse-making and blaming to problem-solving.

Lead a Turnaround Campaign. Leaders use a consistent combination of motivating and maneuvering tactics that include communicating a positive vision of success; helping staff personally feel the problems customers feel; working through key influencers; and silencing critics with speedy success.

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<p>Showing Confidence to Lead – This competency, essentially the public display of self-confidence, stands alone and is concerned with staying visibly focused, committed, and self-assured despite the barrage of personal and professional attacks common during turnarounds.</p> <p>Self-Confidence: A personal belief in one’s ability to accomplish tasks and the actions that reflect that belief.</p>	<p style="text-align: center;"><i>Measuring, Reporting (and Improving)</i></p> <p>Measure and Report Progress Frequently: Turnaround leaders set up systems to measure and report interim results often. This enables the rapid discard of failed tactics and increase of successful tactics essential for fast results.</p> <p>Require Decision Makers to Share Data and Problem Solve: Turnaround leaders share key staff results visibly, to highlight those who do not change and reward those who do and succeed. This shifts meetings from blaming and excuses to problem solving.</p>

Fiscal Accountability Protocol

Compliance Actions	Possible Reason(s)	Documents Provided	Timeframe	Possible Subsequent Action(s) Taken
<p>Request for Records and/or Response</p>	<p>Fiscal Completion Report shows:</p> <ul style="list-style-type: none"> ◆ Excessive amount of Cash-On-Hand ◆ Excessive amount of funds due to Grantee ◆ Over-expenditures <p>Cash Management Report shows:</p> <ul style="list-style-type: none"> ◆ Excessive amount of Cash-On-Hand ◆ Irregular Payments <p>Revisions shows:</p> <ul style="list-style-type: none"> ◆ Expenditures that are deemed unallowable and/or unreasonable ◆ Expenditures made prior to approval of amendment 	<p>Grantee will provide requested:</p> <ul style="list-style-type: none"> ◆ Fiscal Records ◆ Programmatic Records ◆ Other Records as needed ◆ Plan and/or corrected expenditures 	<p>Grantee has up to four weeks from the initial request to produce all requested documentation</p>	<ul style="list-style-type: none"> ◆ No further action required ◆ Continued monitoring ◆ Additional records requested ◆ Non-Compliance Report-Corrective Action Plan

<p style="text-align: center;">Non-Compliance Letter/ Report</p> <p style="text-align: center;">Corrective Action Plan</p>		<p>ADE will provide:</p> <ul style="list-style-type: none"> ◆ Non-compliance letter and report based on request for records and/or response findings ◆ Grantee with Corrective Action Plan template to complete <p>Grantee will provide as requested:</p> <ul style="list-style-type: none"> ◆ Requested records ◆ Completed Corrective Action 	<p>Grantees have up to four weeks from the initial request to submit Corrective Action Plan</p>	<ul style="list-style-type: none"> ◆ Non-Compliance findings resolved ◆ Non-Compliance findings unresolved <p>May result in:</p> <ol style="list-style-type: none"> 1. Programmatic Hold 2. Suspension of funds 3. Termination of funds
<p style="text-align: center;">Non-Compliance Letter/ Report</p> <p style="text-align: center;">Programmatic Hold</p>	<ul style="list-style-type: none"> ◆ Failure to submit records as requested ◆ Failure to comply with Corrective Action Plan ◆ Expenditures that are deemed unallowable and/or unreasonable 	<p>ADE will provide as needed:</p> <ul style="list-style-type: none"> ◆ 2nd Request for Records letter and/ or Non-compliance letter and report based on request for records and/or response findings <p>Grantee will provide as requested:</p> <ul style="list-style-type: none"> ◆ Requested records ◆ Completed Corrective Action Plan and/or corrected expenditures 	<p>Grantees have up to two weeks from the 2nd request to submit Corrective Action Plan</p>	<ul style="list-style-type: none"> ◆ Non-Compliance findings resolved ◆ Non-Compliance findings unresolved <p>May result in:</p> <ol style="list-style-type: none"> 1. Suspension of funds 2. Termination of funds
<p style="text-align: center;">Suspension/ Termination of funds, Enforcement and Right to a Hearing</p>	<ul style="list-style-type: none"> ◆ Failed to submit an acceptable cause for not complying with award requirements 	<p>ADE will send grantee a Notice of Enforcement and Right to a Hearing</p>	<p>Grantees 30 days to request a hearing</p>	<ul style="list-style-type: none"> ◆ Termination of funds

Project ELEVATE! Arizona's Turnaround Leadership Network

The first cohort ADE's new turnaround leadership development program began July, 2015. Support and Innovation staff will be working with interested LEAs to identify the second cohort to begin in July, 2016. Project ELEVATE! was developed by the Arizona Department of Education based on the belief that it takes both system and school-level leaders working as partners to achieve the common purpose of sustaining highly effective schools where every student has the best opportunity for success to graduate college and career ready.

Effective school leaders significantly influence student learning and other aspects of school performance. Documented experience also indicates that individual leaders in failing organizations in various sectors, including education, can effect rapid, dramatic improvements. As it turns out, leadership not only matters, it is second only to teaching among school-related factors that impact student learning.

District and school leaders will have the opportunity to work with and learn from colleagues throughout the state; solve problems collaboratively; re-invent, re-ignite, re-energize and transform systems; and receive tailored mentoring and support.

Project ELEVATE! is a two-year cohort program designed to educate and empower district leaders and principals to focus on improving teaching and learning, resulting in significant gains in student achievement. The program includes:

- ◆ A focus on building systemic capacity in the areas of *data-driven instruction*, effective use of *observations and feedback*, student and staff *culture of learning*, and effective *talent management*.
- ◆ *District Readiness Assessment* to determine the readiness of your system to engage in school turnaround efforts and allow the ADE team to learn more about your context in order to be a better partner. (Spring 2015)
- ◆ *Behavioral Event Interview* with participating principals to determine the development needs of current and prospective leaders. (Summer 2015)
- ◆ *Quarterly professional development* sessions for the two-year period. Professional development builds on the work of Public Impact (Turnaround Leader Competencies), Paul Bambrick-Santoyo (Leverage Leadership and Driven by Data), and other research and proven best practices.
- ◆ Ongoing *coaching and mentoring* from trained *Implementation Specialists* between professional development sessions. Implementation Specialists will provide on-site support at least once a month, based on school leader needs; activities will help school leaders accomplish their 90-day plans.

Districts and schools selected to participate must commit to the two-year program which beginning in July 2016. Quarterly professional development sessions will be held each year in the Phoenix area for a total of eight sessions per cohort each year.

Program Goals

Short-term goals include:

- ◆ Increased use of data-driven instruction (DDI);
- ◆ Increased use of effective observation and feedback to inform instruction;
- ◆ Enhanced culture of learning; and
- ◆ Established systems of human talent management (HTM).

Long-term goals include:

- ◆ District and schools sustain highly effective systems;
- ◆ Leaders improve competencies;
- ◆ Teachers improve practice; and

Students increase learning, resulting in significant gains in student achievement and reduced achievement gaps between sub-groups.

Districts with at least two schools designated as “Priority” or “Focus are eligible to apply for Project ELEVATE! cohort 2 beginning in July 2016 and continuing through the 2017-18 school year.

Project ELEVATE! Schools and districts will be considered based on the following factors:

- ◆ Quality of the completed application, including a signed LEA statement of interest and support;
- ◆ Positive trajectory in student performance data;
- ◆ Minimal turnover in key staff; and
- ◆ District readiness assessment results

Principals along with an Assistant Principal or Lead Teacher from each school will participate with a 2 to 4 member district team. It is recommended that the Superintendent as well as other key district staff, such as Curriculum and Instruction Director; Principal Supervisor; SPED Director; and/or ELL Director serve on the district team. District team members have the primary responsibility for ensuring implementation and sustainability of the initiative.

Expectations

- ◆ Complete the Behavioral Event Interview (BEI). Participants are strongly encouraged to share results of the BEI with their assigned Implementation Specialist (Summer/Fall 2015);
- ◆ Attend and actively participate in all scheduled meetings and trainings with district team; and
- ◆ Meet at least once a month with assigned Implementation Specialist to work on implementation of 90-day plan and turnaround competency growth goals.

Responsibilities

- ◆ Complete the Implementation Rubric with Implementation Specialist and Program Specialist;
- ◆ Create and implement 90 day action plan with 30 day “quick wins”;
- ◆ Keep artifacts of evidence of growth in 90 action day plans;
- ◆ Complete job embedded projects mutually agreed upon by school leader and Implementation Specialist;
- ◆ Participate in program evaluation process with ADE; and
- ◆ Communicate needs to district staff, Implementation Specialist and/or Program Specialist.

The registration fee is \$8000 per school for the two year program plus the cost of an Implementation Specialist. Districts may use school improvement grants, IDEA, Title funds or M & O budgets to cover the cost of the program and the Implementation Specialist. Registration is to be paid yearly at \$4000 per school.

For further information, please contact: Scott Maxwell scott.maxwell@azed.gov

University of Virginia-Partnership for Leaders in Education-School Turnaround Specialist Program (UVA)

In order to achieve quick, dramatic, and sustainable gains in student achievement in our states lowest performing schools and schools with the largest achievement gaps, as well as maintain consistency with the ADE's School Improvement model to support our states lowest performing schools, ADE has entered into a Memorandum of Understanding with the SWCC, the UVA, WestEd and other southwest consortium states that establishes the joint agreements for the Southwest consortium. Arizona's membership in the consortium obligates ADE to fully participate in the UVA-STSP program. Arizona currently has 5 SEA top-level representatives participating in the Southwest consortium UVA cohort. The work with UVA and SWCC pilot is focused on the development of regional training for needed turnaround leaders. This is the first time for UVA to involve state level staff in the training with LEAs and schools. The plan is to provide the UVA Turnaround Specialist Training on the west coast resulting in a turnaround specialist certification upon successful and Professional Learning Communities; schools will create, implement, and sustain a systematic approach to curriculum, instruction, assessment, and professional development. After three years, schools will be equipped with the necessary knowledge and skills to positively affect student learning and increase student achievement.

Quality Schools Program

As ADE is committed to both districts and charters and has a collaborative relationship with the Arizona Charter School Board, ADE will also be partnering with the Arizona Charter Schools Association to provide tailored support through the Quality Schools Program. The Quality Schools Program is an initiative of the Center for Student Achievement. The Quality Schools Program is a three-year program that includes a series of job-embedded professional development and intensive on-site coaching for teachers and school leaders looking to improve student achievement. Through data-driven instruction and Professional Learning Communities, schools will create, implement, and sustain a systematic approach to curriculum, instruction, assessment, and professional development. After three years, schools will be equipped with the necessary knowledge and skills to positively affect student learning and increase student achievement.

The Quality Schools Program takes a three-pronged approach to improve student achievement in schools around Arizona. All components of the program are grounded in the research and best practices of effective schools, transformative leaders, and master teachers.

Additionally, the Center offers leadership development for emerging and veteran leaders. Participants focus on how to implement effective and practical leadership strategies to improve school culture and outcomes.

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